Learning Conversation Notes		
Name of Partner: Leesa Albrecht – Music and Movement classes in Partnership with the Arts Council of Placer County	Date: September 1, 2005	
Number of Children Served: 56	<b>Ages:</b> 0 (10 ) 17.9% 1 (6) 10.7% 2 (27) 48.2%	3 (10) 17.9% 4 (2) 3.6% 5 (1) 1.8%
When Served: January 1, 2005 through May 31, 2005	Gender: Females (22) 39.9% Males (34) 60.7%	Ethnicity: Caucasian 48 Multiracial 3 Asian 5

## **Conversation Participants:**

Heidi Kolbe, Facilitator; Dolleen Toms, Recorder.

Don Ferretti, Nancy Baggett, Leesa Albrecht, Angela Tahti, Janis Wikoff, and Barbara Guenther.

#### Outcomes:

- All children and families will have access to a high quality music experience and the children participating will demonstrate age appropriate skills on a continuum of music education in the studio and at home (such as: using their voice to sing; demonstrate awareness of beat and tempo, etc.)
- Parents will be able to facilitate music and movement activities in their own home. These parents will also become advocates of the program, encouraging other parents to invest in their children's early music education.
- A fully realized marketing plan will yield sufficient paying customers.
- By year two, most children participate through fees paid by parents for music education services. Other children participate through scholarships/subsidies available for qualified families.
- Nonprofit status, specific to early music education, enables other avenues of resource development to expand this program.

#### **Performance Measures:**

- Demographics broken down by age, gender, ethnicity, and when services were provided.
- Pre and Post Session Surveys.
- Stories (anecdotal) related to outcomes.
- Digital photography and videography.
- Follow up phone calls to measure parent related sustainability outcomes.
- Student learning benchmarks of the Visual and Performing Arts Content Standards for California Public Schools Pre K-Grade Twelve and High/Scope Preschool Key Experiences.

## What is this data telling us about achievement of outcomes?

- □ Almost half of the 56 children are 2 year olds.
- □ Two thirds of the children are between the ages of 2 and 3.
- □ All of the 0 -1 year olds are brand new to the class.
- □ There is more demand for toddlers, 2 and 3 year olds, than 4 and 5 year olds who attend preschool.
- Parents may perceive boys as more kinesthetic learners and parents may look for more opportunity for them.

## Pre-Post surveys that speak to the Student Learning benchmarks (completed by parents) show that:

# Question #1. Child moves or uses body percussion to demonstrate awareness of beat and tempo.

Parents reported that at the end of the class 85% of children were moving or using their body to demonstrate awareness of beat and tempo often or all the time.

## Question #2. Child uses their voice to sing.

There is some change in the child using their voice to sing. This indicator is more developmentally appropriate for 2-5 year olds, which is what the percentage seems to reflect.

## Question #3. Child plays simple instrumental accompaniments to songs, recorded selections, stories and poems.

1/3 of the children never played simple instrumental accompaniments to songs, recorded selections, stories, and poems at the beginning of the session. At the end of the session 2/3 were actually doing this. Supporting Outcomes 1 and 2.

## Question #4. Child creates movements in response to music and participates freely in musical activities.

50% of the children were rarely creating movements in response to music and participating freely in musical activities. At the end of the session 76% were doing this.

This data collection instrument is a tool for parental education and ties to Outcome 2 regarding parents facilitating music and movement at home. It also helps measures the progress of the child.

# Question #5. Child listens to music using body movement to respond to dynamics and tempo.

Parents' response to this question reflects their child's ability to listen to music through body movement. The results seem to follow the age.

#### Question #6. Child uses the singing voice to echo short melodic patterns.

10% of the children were analyzing and describing music often using body movement to respond to dynamics and tempo at the beginning of the session and 26% were doing this at the end of the session. This question had the least amount of movement than any of the other

questions. Perhaps indicating this is a natural response for children of this age range.

### Question #7. Child makes up their own songs.

16% of the children were making up their own songs often at the beginning of the session. At the end of the session 23.3% were doing this.

#### Question #8. Child interacts with musical activities at home.

37% of the children were interacting with musical activities over two hours a week often, versus 51% at the end of the session. Parents are facilitating music in the home at least 2 hours a week. This would indicate parents are seeing the benefit of music.

- Parents are seeing the value of music and are investing in their kid's music education at home.
- ☐ These 8 indicators are clearly showing movement toward age appropriate skills.
- Would like to explore gender split and how it would apply to marketing plan and outreach.
- □ Musikgarten open ended survey question examples of how music has benefited the child's physical, mental, and emotional development:
  - 5 of the parents' comments spoke about the physical changes of their children.
  - 18 of the comments spoke about the mental changes of their children.
  - 5 parents comments spoke on their child's attention span.
  - 5 parents comments spoke on singing and vocabulary changes in their children.
  - 8 comments spoke on emotional changes of their children.
  - Survey responses indicate parents recognize the benefits to their child's development.
- □ Regarding Musikgarten response of parents' interaction with their child at home:
  - 22 listening/singing to CD.
  - 35 rhythm.
  - 16 Instruments.
  - 3 finger plays, stories.
- Parents are doing specific activities in their home and are facilitating music and movement.
- Additionally referenced and the parents response to the Musikgarten survey they are witnessing their child's development as referenced in outcome 1 and 2 around music education.
- □ Incorporating more messages about child development may show positive results in the post survey.
- Anecdotal Stories:

Stories show development in all outcomes.

Demonstrate age appropriate skills.

Parents facilitate music and movement.

Parents become advocates and encourage parents to attend.

Parents are more comfortable with music/movement understanding.

### **Follow up Questions**

# Since participating in Musikgarten how frequently do you and your child enjoy music and movement activities in your home?

Out of the 16 contacts made everyone is continuing to enjoy music and activities with their children at home.

9 of those are enjoying it all the time, which speaks to outcome #2.

### Have you recommended this program to other parents/grandparents?

16 responded that they did recommend the program to others.

# In order to continue this program we are considering a fee-based structure. How much would you be willing to pay for this 15-week program?

Out of 16 responses for considering a fee-based structure:

- 4 parents were not willing to pay for the 15-week program.
- 2 would pay \$50, 2 would pay \$75.
- 3 would pay \$105, 3 would pay \$150.
- 2 would pay \$175.

This data regarding fees would be used in conjunction with other information from fee-based programs when developing the marketing plan.

- □ Non-profit status has been achieved. Now there is a board, which will be engaged in the marketing and development plan.
- Implementation of advertising has occurred.
- Leesa and The Arts Council will facilitate marketing plan, goals and objective development with the Board. A preliminary conversation with Leesa has already occurred.
- Grandparents might also be key to expanding program participation.
- One thing the data is telling us is that in class they are using inexpensive props that parents can easily purchase for home use. Program focuses on finding new uses for common items.
- Photos show children learning school readiness activities in continuity with California State Standards for Arts Education for Public Schools PreK through Grade 12.

## In what ways will we apply what we have learned from our data?

- ❖ Identify number of children previously participating in the program versus those that are new to the program.
- Identify prenatal participants in the future.
- Need to network with other First 5 partners and the Family Resource Center to expand outreach.
- Outreach to Latino/Hispanic community. Regarding the community context we may need to provide another context for the Latino population.
- Maybe looking at different ways to help parents understand question #6.
- Incorporate the grandparent component into the marketing plan.
- When possible, have parents submit anecdotes in their own words.
- Find a way to capture improvement suggestions.
- Use the journal to write down suggestions and observations of what parents are doing to capture real time improvements being made.
- Consider using email and traditional mail to increase response rate to follow up question measuring sustainability outcomes.

## Other points that were made during the conversation:

- Creating a comfortable learning environment for parents and children is essential to enhance the transfer of skills that children may not normally be exposed to.
- The music teacher has a lot of knowledge to share. The educator can transfer these skills to parents and children so that they can begin making music a part of their lives.
- Ethnicity data was collected by observation. Need to add a box to the intake form (see next steps).
- Community outreach is through Farmers Market, Christmas Faire, word of mouth, public media, and other media advertisement.

### **Next Steps:**

- Add ethnicity check box to intake form.
- At the next learning conversation look at summary of journal notes regarding improvement suggestions.
- Partner with Community Inclusive Playgroup in Loomis.
- Discuss use of videography for next scope of work with First 5 staff.
- At next learning conversation provide an update on applications discussed above.
- The next learning conversation will be February 16, 2006 from 1:15 to 4:45 pm.